DOCUMENT RESUME

ED 129 142 HE 008 227

AUTHOR Surwill, Benedict J.; Heywood, Stanley J.
TITLE Evaluation of College and University Top Brass: The State of the Art, Status Report of AASCU Member Institutions.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.
PUB DATE Aug 76
NOTE 38p.
AVAILABLE FROM American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036 ($1.25)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Administrative Personnel; *Administrator Evaluation; *Chief Administrators; Committees; *Educational Administration; *Evaluation Criteria; *Evaluation Methods; *Higher Education; National Surveys; Personnel Evaluation; School Surveys; Tables (Data)

ABSTRACT

Chief administrators of 218 institutions throughout the U.S. and Guam were surveyed regarding the evaluation of college and university administrators. The need for administrative evaluation in higher education was addressed, along with the purposes of and processes for such evaluation. Recommendations and cautions are offered. If evaluation is to be used as a positive means of bringing about improvement of administrative action, the authors urge that the results of the evaluation should be treated in an organized, agreed-upon, confidential nature. The use of a review committee is recommended as the most favorable method for evaluating each echelon of the administrative hierarchy. A review committee composed of selective members representing all constituences served by the administrator being evaluated appears to offer the most valid and reliable machinery for carrying out this complex task. (LBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129142

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

aascustudies

Evaluation of College and University Top Brass. The State of the Art.

Status Report of AASCU Member Institutions

American
Association of
State Colleges
and Universities

EVALUATION OF COLLEGE AND UNIVERSITY TOP BRASS: THE STATE OF THE ART, STATUS REPORT OF AASCU MEMBER INSTITUTIONS

By

Benedict J. Surwill
Stanley J. Heywood

Eastern Montana College
Billings, Montana

Published by the American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, DC 20036

August, 1976

Copies may be purchased for $1.25 each.

CONTENTS

Tables.....i

Foreward.....ii

PART I

THE NEED FOR ADMINISTRATIVE EVALUATION IN HIGHER EDUCATION.....1

PART II

WHAT IS THE PRESENT STATE OF THE ART OF EVALUATING THE TOP BRASS IN AASCU INSTITUTIONS.....2

PART III

PURPOSES AND PROCESSES FOR EVALUATING ADMINISTRATORS IN AASCU INSTITUTIONS.....6

PART IV

RECOMMENDATIONS, AND CAUTIONS FOR ESTABLISHING SYSTEMATIC EVALUATION PROCEDURES FOR COLLEGE AND UNIVERSITY ADMINISTRATORS.....10

TABLES

1. STATE BY STATE LISTING OF AASCU INSTITUTIONS INDICATING WHETHER THEY EVALUATE THEIR ADMINISTRATORS FORMALLY, INFORMALLY, OR NOT AT ALL.....

2. MAP OF UNITED STATES SHOWING GEOGRAPHICAL DISTRIBUTION...

3. STATE BY STATE LISTING OF AASCU INSTITUTIONS THAT EVALUATE ADMINISTRATORS FORMALLY AND INDICATING WHICH ADMINISTRATORS ARE EVALUATED.....

4. STATE BY STATE LISTING OF AASCU INSTITUTIONS THAT EVALUATE ADMINISTRATORS INFORMALLY AND INDICATING WHICH ADMINISTRATORS ARE EVALUATED.....

FORWARD

Two college administrators initiated a search for information concerning the evaluation of top administrators that would be useful to them in their own institution. After a thorough library search was made and proved to be of little assistance it was decided to pursue the search for information by asking chief administrators of institutions throughout the United States what they were doing at their institutions in this regard. The findings of this study reports the state of the art of evaluating college and university administrators in some two hundred and eighteen institutions scattered throughout forty-seven states, the District of Columbia and Guam. Finally, the report offers some recommendations and cautions to be considered in developing a systematic evaluation program for administrators in higher education.

Benedict J. Surwill

Stanley J. Heywood

PART I

THE NEED FOR ADMINISTRATIVE EVALUATION IN HIGHER EDUCATION

If institutions of higher education are going to meet challenges which are on their door steps today and are to meet the challenges effectively in the future, capable administrative leadership must be at hand. In a creative and imaginative way, this leadership must be capable of guiding, directing, and influencing the behavior of others toward intelligent institutional goals. The starting point is the clear definition of goals or objectives as so cogently discussed by Marshall E. Dimock as he wrote about the "executive".

> "The first step in rounding out your jurisdiction is the clear determination of objectives, for you cannot make valid detailed plans for either your program or your strategy until you know just where organization, personnel, leadership, and control . . . Fixing your objectives is like identifying the North Star - you sight your compass on it and then use it as the means of getting back on track when you tend to stray". [1]

With the increasing complexity of higher education administration, it is almost inevitable that administrators will stray off course from time to time. With the assistance of preplanned evaluation procedures, the course may be more readily corrected to meet predetermined objectives.

Complexity of higher education, together with competition for the tax dollar, have brought about a cry for accountability through evaluation in all phases of higher education, a cry becoming more pronounced with each passing year. Regents, presidents, chancellors, deans, and other administrators in higher education throughout our country can no longer allow this cry to go unanswered. Where can higher education turn to obtain assistance to answer the challenge? Some institutions have attempted to enter this complex arena without any help, some institutions have attempted to develop comprehensive evaluation schemes of their own, and many others are waiting, to see what other institutions come up with, and finally institutions are not facing up to the challenge at all.

Richard I. Miller, in his book, Developing Programs for Faculty Evaluation, states: "Evaluation should include all segments of the collegiate enterprise; students, faculty, service personnel, administrators. We have a rich literature of research and experience in student evaluation, very little on service personnel, and still less on administrators". [2]

[1] Dimock, Marshall E., The Executive in Action, (New York, Harper and Brothers, 1954), pp. 54

[2] Richard I. Miller, Developing Programs for Faculty Evaluation, (San Francisco: Josey-Bass, 1974)., pp. 77-78

In an attempt to validate Miller's statement a bibliographic citation list was generated by ERIC on the topic of "Administrator Evaluation". This search produced an 18-page report consisting of 64 separate entries. The largest number of studies were related to the competencies of high school principals, elementary principals, school superintendents, and guidance counselors. Evaluation studies of special programs in the public schools also were reported, however, not one study pertained to evaluating administrators in higher education.

A second search was carried out through DATRIX, a branch of the University of Microfilms, Ann Arbor, Michigan. This service carried out a comprehensive query of dissertations using the keywords Evaluation: University Administrators, College Administrators, University President, College President, College Dean, University Dean, Division Chairman and Department Chairmen. Ten references were reported however, again to no avail to our study.

James Thomas Ford's doctoral dissertation presented a comprehensive study for the evaluation of the department chairperson in higher education. [3]

Our search resulted in two conclusions (1) that the topic of evaluating administrators in higher education was of vital concern to institutions all over the United States; and, (2) as Miller had reported, there was very little information available.

PART II

SURVEYING COLLEGES AND UNIVERSITIES

What Is The Present State Of Evaluating The Top Brass In The AASCU Institutions?

Since the literature did not report any significant information on this topic, the authors decided to go directly to institutions throughout the United States in an attempt to obtain information first hand. A survey was carried out among the member institutions of the American Association of State Colleges and Universities, which is composed of 321 member institutions located in 47 states, the District of Columbia, Guam and the Virgin Islands, to determine present practices in regard to the evaluation of administrators. The AASCU institutions have a combined student enrollment of approximately two million students, and represent approximately 25 per cent of the total national student population and 30 per cent of the student population in four-year institutions.

[3]Ford, James Thomas, The Development of an Instrument to Describe Administrative Processes at the Department Level of Higher Education, Auburn University, Ed.D. 1974 Education, Administration

Two hundred and eighteen institutions or 73 per cent of the 321 AASCU institutions responded to the questionnaire. This high response indicated that our concern for information on the topic of evaluation of college and university administrators was shared equally by other people in higher education across the United States. It is interesting to note that only 71 AASCU institutions reported that they do have a formalized systematic evaluation program for their administrators. If this number is projected as a realistic percentage of the total membership of AASCU, only 32 per cent of all AASCU institutions in America carry out formalized systematic evaluation of their top brass. What are the other 68 per cent doing? Our study indicated that they are doing very little and some institutions (18 per cent) report they have no administrative evaluation program underway at all. New York state appears to be leading the nation in the state of the art systematically evaluating their top brass. A complete analysis giving a state by state report of which institutions are evaluating their administrators and which administrators are being evaluated is reported in tables 1, 2 and 3, of the appendix.

WHICH ADMINISTRATORS ARE MOST FREQUENTLY EVALUATED?

If we would project the replies in this study to include the total AASCU membership at the time this study was carried out, the results would indicate that approximately 17 per cent of the AASCU institutions formally evaluate academic deans; 14 per cent evaluate their presidents; 13 per cent evaluate department heads, academic vice-presidents, and directors; and 9 per cent evaluate admission officers, registrars, placement officers, etc.

When we examine the responses of institutions that evaluate their administrators informally and project these replies to the total AASCU membership we find that the percentage as compared above increases in all cases of administrative levels evaluated, except at the level of the president where it decreases. Projections indicate that 11 per cent of all AASCU institutions evaluate their presidents by some informal evaluation procedures. Thirty-one per cent of the institutions evaluate the academic deans, 21 per cent evaluate divisional administrators, 29 per cent evaluate department heads, 26 per cent evaluate directors, 21 per cent evaluate vice-presidents, and 5 per cent evaluate other administrators such as business managers, admission officers, registrars, placement officers, etc.

When we examine the responses of institutions that evaluate their administrators informally and project these replies to the total AASCU membership we find that the percentage as compared above increases in all cases of administrative levels evaluated, except at the level of the president where it decreases. Projections indicate that 11 per cent of all AASCU institutions evaluate their presidents by some informal evaluation procedures. Thirty-one per cent of the institutions evaluate the academic deans, 21 per cent evaluate divisional administrators, 29 per cent evaluate department heads, 26 per cent evaluate directors, 21 per cent evaluate vice-presidents, and 5 per cent evaluate other administrators such as business managers, admission officers, registrars, placement officers, etc.

Informal evaluation programs for administrators in the AASCU institutions are reported to be used more than formalized systematic evaluation procedures.

There are pressures for formalized systematic evaluation of administrators. The following comments from AASCU institutions illustrate the source of the pressures.

1. Faculty pressures as an outgrowth of student evaluation of faculty.
2. Faculty Senate pressures.
3. Presidential suggestion.
4. Board of Regents is requesting an evaluation of the administration as a result of pressures from a variety of sources.
5. Contract negotiations.
6. State college board decided to evaluate the president on the third and seventh year of his presidential term.
7. Being urged by the Board of Regents.
8. Faculty evaluations and faculty unions are creating pressures.
9. Pressures not necessarily from the institution but from the Central Administration of the state system.
10. Provided for in our union contract.
11. Everyone else is being evaluated, why not the administration, has become the view of the faculty and some administration.
12. Pressures coming from new salary schedule.
13. Job descriptions and performance standards are now required on
14. all personnel.
14. As we move to formal faculty evaluation, we feel it is wise to institute formal evaluation of the administration.
15. General pressure - that is if some are evaluated, then all should be evaluated.

Time Tables For Implementing Administrative Evaluation Programs

The response indicated that by 1977 64 additional institutions plan to have systematic evaluation procedures for their administrators. If this number is added to the 71 institutions in the study which now have ongoing systematic administrative evaluation procedures, this means that 135 institutions or approximately 45 per cent of all AASCU institutions will have achieved systematic administrative evaluation procedures by 1977.

TIME TABLES FOR IMPLEMENTING FORMALIZED, SYSTEMATIC EVALUATION PROCEDURES FOR INSTITUTIONS WHICH DO NOT PRESENTLY EVALUATE ADMINISTRATORS

RESPONSES	NUMBER OF INSTITUTIONS
Fall of 1974	1
September of 1974	1
November of 1974	2
December of 1974	2
Department Heads, December 1974	1
President Fall 1974, others 1975-76	1
During 1974-75 Academic Year	6
January 1, 1975	1
1975	3
March 1, 1975	1
Spring 1975	4
May 1975	1
July 1975	2
September 1975	5
Fall 1975	1
During 1975-76 Academic Year	15
1976	6
In the next two years	5
In 1 to 3 years	1
1977	2
In 2 to 3 years	2
Five Years from Now	1
Could not hazard a guess	1
Unknown	34
No Time Table	16
	115

PART III

PURPOSES AND PROCEDURES USED FOR EVALUATING ADMINISTRATORS

The following excerpts from the surveys are descriptive statements expressing the stated purposes for evaluating college and university administrators:

1. To provide administrators meaningful descriptive data about their administrative behavior.
2. To initiate and sustain improvement in administrative functioning.
3. To open and maintain communication between faculty and administration.
4. To provide administrators meaningful data from the faculty's perspective and student's perspective.
5. To provide a careful review at stated intervals offers the administrator an opportunity to improve his or her performance and also helps the administrator plan future career decisions in a more meaningful way.
6. To be useful to the administrator in understanding one's strengths and weaknesses from the point of view of one's constituents.
7. To determine merit salary increases.
8. To determine tenure.
9. To identify areas of strengths and weaknesses and to otherwise facilitate the administrator's professional development.
10. To contribute to personnel decisions involving salary increase, promotion, and tenure and termination.
11. To secure student and faculty evaluation, for personnel purposes and improvement of services.
12. To evaluate the administrator's performance giving emphasis to his major assignments.
13. To provide a personal inventory of each administrator's effectiveness. It is meant to enable administrators to pin point their own strengths and weaknesses and then to develop a meaningful self-improvement program.

The survey also yielded information on evaluation procedures: frequency, participation, results reporting use of rating scales, and characteristics evaluated.

Annual and semi-annual evaluation schedules were reported most frequently used for evaluating department heads. Although some institutions reported that evaluation for administrators took place annually and semi-annually, the majority of the responses reported that the time interval increased for evaluating administrators above the department head level. Five years was the time period predominantly reported for evaluating deans, vice-presidents, presidents and chancellors.

Regarding participation in the evaluation process, the supervisor carrying out the evaluation in confidence was the most frequently reported. Also frequently reported was the immediate superior working in cooperation with a selective committee representing all constituents served by the administrator. Evaluation conducted wholly by the faculty with no other input was the least reported procedure.

How the evaluation results are reported varies, as the following five procedures indicate.

1. Results are shared in confidence with the administrator evaluated by the immediate supervisor to be used for personal improvement.

2. A review committee makes specific recommendations to the immediate supervisor of the administrator evaluated prior to the transmittal of the evaluation report to the chief executive officer of the institution or to his immediate assistant. The administrator is given sufficient time to review the evaluation prior to being transmitted to the chief executive officer. In the event the administrator is not satisfied with the results of the evaluation, a review process is available with the committee and again with the chief executive officer.

3. Peer Rating of Administrative Officers:

   One copy of an administrator evaluation form is sent to each administrator in the institution with the request to make a self evaluation. The administrator is not required to show the self evaluation to anyone. Within a short time thereafter each administrator is asked to select for rating a specific number of fellow administrators with whose performance he is familiar, from a list of all administrators in the institution. Each administrator will receive his descriptive ratings from his peer administrators. The administrator will then be able to compare his/her description with the description of him/her by some of his/her peers. The essence of this system continues to be anonymous, confidential, and candid. The results will not be shown to supervisors and will not be used for purposes of promotion or salary increments.

4. President requests all the faculty to fill out an appraisal form on all administrators including the president. The results are shared only with the administrator concerned and his/her direct superior.

5. College Committee works directly with the president to carry out an evaluation of all administrators. Results are compiled and summarized and distributed to every faculty member.

Examples Of Rating Scales Used By AASCU Institutions To Determine Levels Of Administrative Competency:

	Superior	Average	Poor	Don't Know
1.	10 9 8	7 6 5	4 3 2 1	X

2.	Excellent	Very Good	Good	Fair	Poor

3. Clearly Outstanding | Above Expectations | Satisfactory | Below Expectations

Clearly Unsatisfactory | Insufficient Opportunity To Observe

---

4. Strongly Agree | Agree | Disagree | Strongly Disagree

---

5. Least effective | effective | very effective

1 2 3 | 4 5 6 7 | 8 9 10

---

6. He communicates effectively: Always | Almost Always | Sometimes | Rarely | Never | Don't Know

---

7. Statement: She delegates authority wisely

Check the most appropriate answer

_____ Non Existent (0)
_____ Poor (1)
_____ Below Average (2)
_____ Average (3)
_____ Above Average (4)
_____ Excellent (5)

---

8. Statement: Keeps Faculty appraised of administrative actions

Lowest Rating — Highest Rating

1 2 3 4 5 6 7

---

9. Statement: Exhibits academic leadership

Check the most appropriate answer

_____ Always
_____ Usually
_____ Seldom
_____ Not at all
_____ Don't Know

COMPILATION OF CHARACTERISTICS USED BY AASCU INSTITUTIONS TO EVALUATE THEIR TOP BRASS

1. Ability to work with people
2. Ability to supervise others
3. Academic leadership and management
4. Accessibility and approachability
5. Budget management
6. Communications
7. Creativity
8. Decision making ability
9. Delegates authority wisely
10. Demonstrates self confidence
11. Effective use of staff
12. Encourages faculty to advance ideas, to experiment, to innovate, etc.
13. Faculty development
14. Faculty personnel decisions
15. Flexibility
16. Goal achieving
17. Governance
18. Institutional direction
19. Institutional tone
20. Involves others in appropriate manner
21. Job knowledge
22. Judgment
23. Keeps faculty informed
24. Keeps students informed
25. Keeps faculty appraised of administrative actions
26. Listens to others - seeks advice
27. Overall professional performance
28. Planning and future development
29. Plans systematically
30. Plays strong supportive role in times of crises
31. Professional contributions
32. Professional decision making
33. Professional integrity
34. Provides leadership and direction in regard to the mission to the institution
35. Public relations
36. Relationship with faculty
37. Sensitivity to needs of campus
38. Sensitive to institutional change
39. Sensitive to faculty concerns
40. Supports principal of academic freedom
41. Sensitive to student concerns
42. Takes action to remedy problems
43. Trusted by faculty
44. Understands academic values
45. Willingness to appraise situations and problems impartially

PART IV

RECOMMENDATIONS AND CAUTIONS

If evaluation is to be used as a positive means of bringing about improvement of administrative action, we strongly urge that the results of the evaluation should be treated in an organized agreed upon confidential nature. We further recommend the use of a review committee as the most favorable method for evaluating each echelon of the administrative hierarchy. A review committee composed of selective members representing all constituencies served by the administrator being evaluated appears to offer the most valid and reliable machinery for carrying out this complex task.

Rating Scales Should Be Used With Care

Bergman and Siegel list the following as factors which can contribute to poor or inadequate ratings: (a) friendship, (b) quick guessing, (c) appearance, (f) prejudices, (g) halo effects, (h) errors of central tendency, and (i) leniency. Ratings are devices used to attempt to provide rough appraisals of behavior. They become common tools mainly because they are easy to obtain and are often the only practical means available for assessing performance. All evidence available indicates that ratings may be reliable evaluation instruments if they are used by trained observers. If they are not used by trained observers their results easily become contaminated. [4] *Ratings, then, should only serve as rough appraisals of behavior and should be used with discretion.*

Rating Scales Can Be Effective Tools If Used Properly

The authors of this study suggest that if rating scales are to be used in the evaluation process to indicate the degree to which a characteristic is present they should be used with care and the following conditions should be adhered to.

1. *The administrator being rated should be able to perform the activities on which he is being rated. These activities should be spelled out in the administrators job description.*

2. *The rater must be able to observe the behavior being rated and make a valid judgment of the administrator's performance.*

3. *The administrator being evaluated should participate in the design, administration and review of the rating scale being used.*

4. *Permit the rater to omit ratings where they feel unable to make a judgment.*

Once the administrative characteristics to be evaluated are identified, then the rating scale will allow the rater to provide a subjective opinion indicating the degree to which the administrator being evaluated has achieved these characteristics. We suggest a scale of five or seven levels of competency

[4]Bergman, B.A., and Siegel, A.I., Training Evaluation and Student Achievement Measurement: A Review of the Literature Lowry Air Force Base, Colorado: Technical Training Division, 1972. P.13 and 14

to be used to rate each of the characteristics. Using fewer than five levels tends to restrict the rater in indicating a true opinion. Using more than seven levels tends to slice the characteristics we are attempting to measure so fine that confusion often results.

1. RECOMMENDATIONS

1. *A permanent committee on faculty, administration, and non-teaching personnel evaluation should be appointed at every college and university to make a continual review of the current evaluation policies and practices. Subcommittees could be assigned to different areas of investigation. Every institution should develop an evaluation blueprint to meet its own special needs.*

2. *Formalized systematic evaluation of college and university administrators should be carried out on a regular time schedule. Department heads - directors - division chairmen should be evaluated yearly. Deans, vice-presidents, provosts, president should be evaluated at regular time periods not to exceed five years.*

3. *Evaluation should be an ongoing process.*

4. *Evaluation should be made by people in a position who can honestly evaluate the person being evaluated.*

5. *Evaluation should be confidential.*

6. *Evaluation should indicate specifically what criteria will be used, (such as evaluating a position in terms of a job description).*

7. *Evaluation should clearly outline a time schedule which shall be followed.*

8. *Evaluation should clearly indicate what shall be done with the results.*

9. *Evaluation should be carried out in a positive vain and not become a whipping post for a minority of the constituents.*

10. *Evaluation should provide a system of reporting the results to the person being evaluated - and allow the person an adequate appeal procedure, if the person so wishes, before any results are shared with others.*

11. *Evaluation is essential to all components of college - university community. If we are going to evaluate, we should evaluate the students, faculty, administrators, and non-teaching personnel.*

II. CAUTIONS

1. *Avoid developing evaluation instruments for implementation during a crisis.*

2. *Avoid special interest groups issuing evaluation instruments.*

3. *Avoid evaluations by individuals not competent to make the evaluations.*

4. *Avoid mass distribution of findings that may be distorted and used with news media.*

5. *Avoid accepting evaluation as a power play in collective bargaining.*

6. *Avoid overstressing of individual items apart from the context of the whole evaluation instrument.*

7. *Avoid overstressing of individual evaluations as worth the same value - examine background of respondent.*

8. *Avoid making final recommendations based on evaluation material which only represents a part of the total picture.*

III FINAL STATEMENT

This study clearly substantiates the fact that evaluation of administrators in higher education is a woefully neglected area and at its best the state of the art is very primitive. There are a few encouraging signs of concerned administrators taking action. Significant changes must be made by professionals in education or others will make them for us. New and creative procedures for examining human endeavors will nurture new growth and offer a better understanding of the complex field of administrative evaluation.

TABLE #1

LIST OF RESPONDING AASCU INSTITUTIONS INDICATING THE TYPE OF ADMINISTRATOR EVALUATION USED

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
ALABAMA:			
Livingston University		X	X
University of Alabama at Huntsville		X	
University of South Alabama			
ARIZONA:			
Northern Arizona University		X	
ARKANSAS:			
Arkansas Polytechnic College			X
Arkansas State University		X	
Henderson State College		X	
Southern State College			X
CALIFORNIA:			
California Polytechnic State University, San Luis Obispo	X		
California State College, Bakersfield	X		
California State College, Dominquez Hills		X	
California State University, Fresno			X
California State University, Los Angeles	X		
California State University, Long Beach		X	
California State University, Northridge		X	
California State College, Sonoma		X	
San Diego State University	X		
San Francisco State University			X
COLORADO:			
Adams State College	X		
Metropolitan State College		X	
Southern Colorado State College		X	
University of Northern Colorado		X	
Western State College of Colorado		X	

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
CONNECTICUT:			
Southern Connecticut State College			X
Western Connecticut State College			X
DISTRICT OF COLUMBIA:			
Federal City College	X		
FLORIDA:			
Florida Atlantic University		X	
Florida Agricultural and Mechanical University	X		
University of North Florida	X		
The University of West Florida	X		
GEORGIA:			
Albany State College		X	
Armstrong State College	X		
Augusta College		X	
Columbus College			X
Georgia College		X	
Georgia Southern College		X	
Valdosta State College		X	
West Georgia College		X	
GUAM:			
University of Guam		X	
IDAHO:			
Boise State University		X	
Idaho State University			X
Lewis-Clark State College		X	
ILLINOIS:			
Eastern Illinois University		X	
Governors State University	X		
Northeastern Illinois University	X		
Northern Illinois University		X	
Sangamon State University	X		
Southern Illinois University, Edwardsville		X	
Western Illinois University			X

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
INDIANA:			
Ball State University			X
Indiana State University		X	
IOWA:			
University of Northern Iowa	X		
KANSAS:			
Emporia Kansas State College	X		
Fort Hays Kansas State College	X	X	
Kansas State College of Pittsburg	X		
Wichita State University		X	
KENTUCKY:			
Eastern Kentucky University			X
Morehead State University		X	
Murray State University		X	
Northern Kentucky State College			X
Western Kentucky University	X		
LOUISIANA:			
Grambling College	X		
Louisiana Tech University	X		
Northwestern State University of Louisiana		X	
Southeastern Louisiana University			X
University of Southwestern Louisiana			X
MAINE:			
Maine Maritime Academy			X
University of Maine at Augusta	X		
University of Maine at Machias		X	
University of Maine at Portland-Gorham	X		
MARYLAND:			
Bowie State College	X		
Coppin State College		X	
Towson State College	X		

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
MASSACHUSETTS:			
Boston State College	X		
Bridgewater State College		X	
Massachusetts College of Art		X	
Massachusetts Maritime Academy			X
North Adams State College		X	
Lowell State College			X
Westfield State College		X	
Worcester State College	X		
MICHIGAN:			
Central Michigan University	X		
Grant Valley State Colleges		X	
Oakland University	X		
Saginaw Valley College		X	
Western Michigan University		X	
MINNESOTA:			
Bemidji State College		X	
Moorhead State College		X	
Saint Cloud State College	X		
Winona State College	X		
MISSISSIPPI:			
Alcorn A & M University		X	
Delta State University		X	
Mississippi University for Women			X
Mississippi Valley State University			X
University of Southern Mississippi		X	
MISSOURI:			
Central Missouri State University			X
Harris Teachers College		X	
Missouri Southern College		X	
Missouri Western College	X		
Northwest Missouri State University		X	
Southwest Missouri State University		X	

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrator
MONTANA:			
Montana College of Mineral Science and Technology	X		
Northern Montana College			X
Western Montana College			X
Eastern Montana College		X	
NEBRASKA:			
Chadron State College		X	
Kearney State College		X	
Wayne State College		X	
University of Nebraska at Omaha	X		
NEVADA:			
University of Nevada at Las Vegas		X	
NEW HAMPSHIRE:			
Plymouth State College of the University of New Hampshire	X		
NEW JERSEY:			
College of Medicine and Dentistry of New Jersey at Newark		X	
*Glassboro State College	X		
Jersey City State College		X	
Montclair State College		X	
Newark College of Engineering		X	
Stockton State College	X		
Thomas A. Edison College			
Trenton State College		X	
NEW MEXICO:			
*Eastern New Mexico University		X	
NEW YORK:			
*Queens College of City U.	X		
State University College at Brockport	X		
State University College at Buffalo	X		

* Member AASCU in 1973-included in study

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrator
NEW YORK: (Continued)			
State University College, Cortland	X		
State University College, Oneonta	X		
State University College at Potsdam	X		
State University College of Arts and Science, Geneseo	X	X	
*State University College, Old Westbury	X	X	
State University of New York, College of Arts and Science, Oswego	X	X	
State University College of Arts and Science, Plattsburgh	X	X	
Empire State College, State University of New York	X		
State University College at Utica/Rome	X	X	
NORTH CAROLINA:			
Appalachian State University		X	
East Carolina University		X	
Elizabeth City State University		X	
North Carolina Central University		X	
University of North Carolina at Asheville		X	
University of North Carolina at Charlotte	X		
Western Carolina University			X
NORTH DAKOTA:			
Dickinson State College		X	
Minot State College		X	
Valley City State College		X	
OHIO:			
Bowling Green State University	X		
Cleveland State University		X	
The University of Akron		X	
Younstown State University			X
OKLAHOMA:			
Northeastern Oklahoma State University	X		
Northwestern Oklahoma State University		X	
Southwestern Oklahoma State University			X

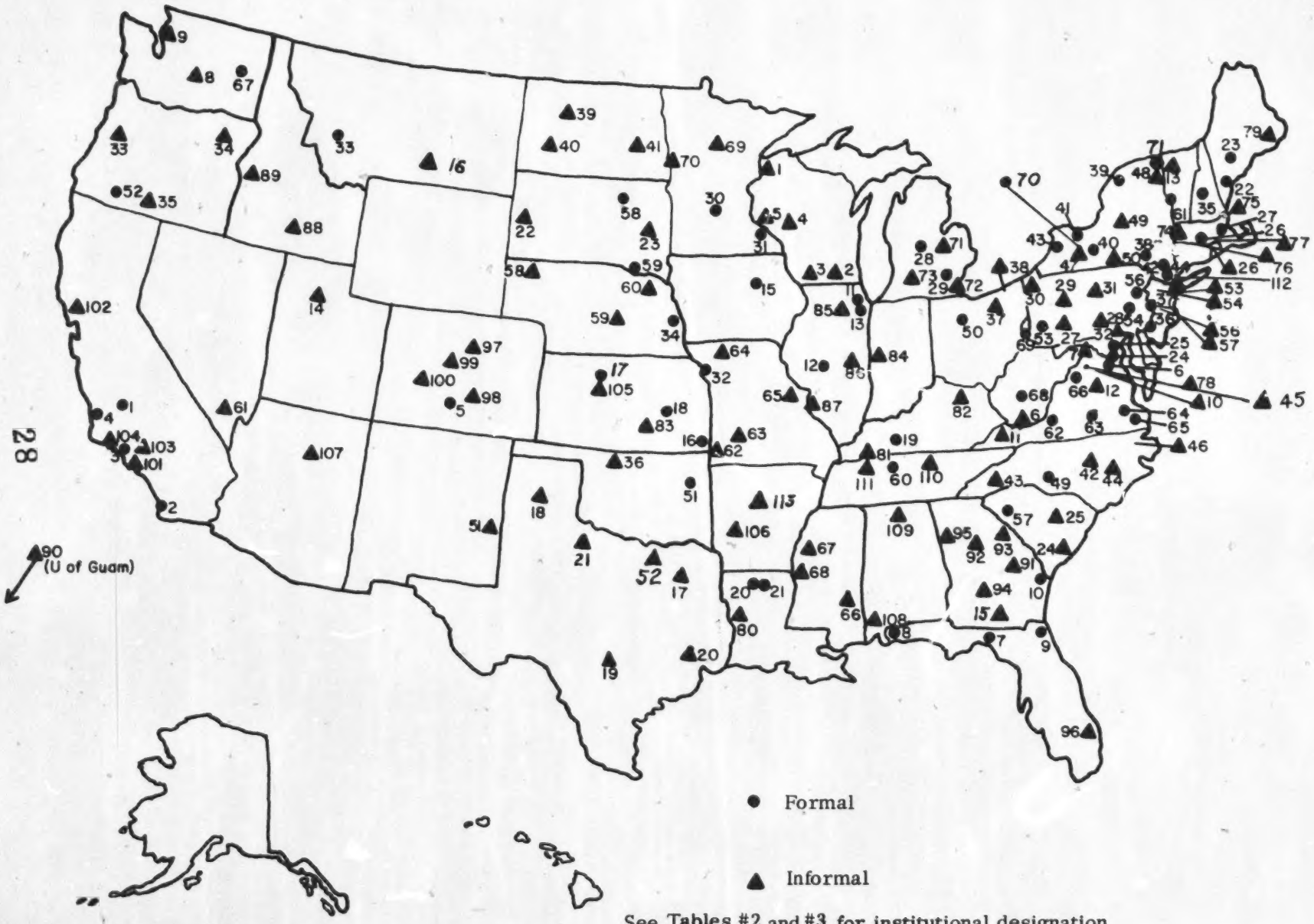
*Member AASCU in 1973-included in study

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
OREGON:			
Eastern Oregon College		X	
Oregon Institute of Technology		X	
Portland State University		X	
Southern Oregon College	X		
PENNSYLVANIA:			
Bloomsburg State College			X
California State College			X
Clarion State College		X	
East Stroudsburg State College	X		
Edinboro State College		X	
Indiana University of Pennsylvania		X	
Kutztown State College	X		
Lock Haven State College		X	
Millersville State College			X
The Capitol Campus, The Pennsylvania State University	X		
Shippensburg State College		X	
West Chester State College		X	
RHODE ISLAND:			
Rhode Island College		X	
SOUTH CAROLINA:			
The College of Charleston		X	
Francis Marion College		X	
Lander College	X		
Winthrop College			X
SOUTH DAKOTA:			
Black Hills State College		X	
Dakota State College		X	
Northern State College	X		
The University of South Dakota at Springfield	X		
TENNESSEE:			
Austin Peay State University		X	
East Tennessee State University			X
Tennessee Technological University		X	
The University of Tennessee at Nashville	X		

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
TEXAS:			
East Texas State University		X	
North Texas State University		X	
Sam Houston State University			X
Texas A & I University at Corpus Christi			X
University of Houston at Clear Lake City		X	
The University of Texas at San Antonio		X	
West Texas State University		X	
Midwestern University		X	
UTAH:			
Weber State College		X	
VERMONT:			
Castleton State College	X		
Johnson State College		X	
Lyndon State College			X
VIRGINIA:			
Clinch Valley College		X	
College of William and Mary	X		
George Mason University		X	
Longwood College	X		
Madison College	X	X	
Mary Washington College		X	
Old Dominion University	X		
Radford College	X		
Virginia Military Institute			X
WASHINGTON:			
Central Washington State College		X	
Eastern Washington State College	X		
Western Washington State College		X	
WEST VIRGINIA:			
Bluefield State College			X
Concord College		X	
Marshall University			X

Name of Institution	Formal Evaluation	Informal Evaluation	No Evaluation of Administrators
WEST VIRGINIA: (Continued)			
Shepherd College		X	
West Liberty State College	X		
West Virginia Institute of Technology	X		
West Virginia State College			X
WISCONSIN:			
University of Wisconsin-Eau Claire		X	
University of Wisconsin-Platteville		X	
University of Wisconsin-Stout		X	
University of Wisconsin-Superior		X	
University of Wisconsin-Whitewater		X	

Geographic Distribution of AASCU Institutions Using Formal or Informal Administration Evaluation Procedures



See Tables #2 and #3 for institutional designation

PART III

TABLE #2

LEVELS OF ADMINISTRATION EVALUATED IN AASCU INSTITUTIONS
USING FORMALIZED SYSTEMATIC EVALUATION

	Institutions	See P.23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
CALIFORNIA	California State College, Bakersfield	1	X			X	X				Dean of Stud., Cont. Ed. Adm.
	San Diego State University,	2				X	X				
	California State University Los Angeles	3	X			X	X				All Deans
	California Polytechnic State University, San Luis Obispo	4				X			X		
COLO	Adams State College	5	X				X	X			
D.C.	Federal City College	6				X	X	X	X	X	All other Administration
FLORIDA	Florida Agricultural and Mechanical University	7	X			X	X	X	X	X	
	The University of West Florida	8			X		X		X		
	University of North Florida	9	X			X	X			X	
GA	Armstrong State College	10	X			X			X		
ILLINOIS	Sangamon State University	12	X			X	X			X	Annually appt. staff
	Governors State University	11	X			X	X			X	
	Northeastern Illinois University	13	X		X	X	X	X	X	X	Chief Exec. Officer
IOWA	University of Northern Iowa	15				X			X		
KANSAS	Kansas State College of Pittsburg	16				X	X		X	X	
	Fort Hays Kansas State College	17				X	X		X	X	
	Emporia Kansas State College	18	X			X		X	X		
	*The numbers following institutions refer to map location, see Chart #2										

	Institutions	See P. 23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
KY	Western Kentucky University	19	X			X	X		X		
LA	Grambling College	20				X		X	X	X	
	Louisiana Tech University	21				X			X		Deans
MAINE	University of Maine at Portland-Gorham	22	X			X	X			X	Adm. Asst. Stud. Affairs
	University of Maine at Augusta	23	X			X		X		X	
MD	Bowie State College	24	X			X	X	X	X	X	
	Towson State University	25				X	X			X	All Admin. Personnel
MASS	Worcester State College	26		X			X			X	
	Boston State College	27		X	X	X	X	X			
MICH	Central Michigan University	28								X	All Admin. Types
	Oakland University	29					X		X	X	All with faculty status
MINN	Saint Cloud State College	30	X			X			X		
	Winona State College	31	X	X		X	X		X	X	
MO	Missouri Western College	32	X			X	X	X		X	Coordinators
MONT.	Montana College of Mineral Science and Technology	33	X			X		X	X	X	Bus. Manager Adm. Direc.
NEB.	University of Nebraska at Omaha	34		X	X	X			X	X	Assistants
N.H.	Plymouth State College of the University of New Hampshire	35	X			X				X	Bus. Manager Asst. Pres. Registrar
N.J.	Stockton State College	36	X			X	X	X	X	X	
	Glassboro State College	37	X			X	X			X	

*The numbers following institutions refer to map location. see Chart #2

	Institutions	See P. 23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	
NEW YORK	State University College, Oneonta	38	X								
	State University College at Potsdam	39	X			X			X		
	State University College, Cortland	40	X							X	X
	State University College at Brockport	41	X								
	Empire State College, State University of New York	42	X			X	X		X	X	Assts. to Administrators
	State University College at Buffalo	43	X			X	X	X	X	X	
	Queens College of City U.										
	State University College, Old Westbury	46	X								
	State University of New York, College of Arts and Science, Oswego	47	X		X	X	X				
	State University College at Utica/Rome	48	X								
	State University College of Arts and Science, Geneseo	70	X								
	State University College of Arts and Science, Plattsburgh	71	X								
NO.C.	University of North Carolina at Charlotte	49							X		Managers
OHIO	Bowling Green State University	50	X		X	X	X	X	X	X	
OKLA	Northeastern Oklahoma State University	51	X			X	X	X	X	X	
ORE	Southern Oregon College	52	X			X		X	X		
PENN	The Capitol Campus, The Pennsylvania State University	53			X	X			X		
	Kutztown State College	54				X	X	X	X	X	
	East Stroudsburg State College	56				X	X				

*The number following institutions refer to map location, see Chart #2

	Institutions	See P. 23	Pres.	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
S.C.	Lander College	57	X			X	X	X	X	X	
S. DAK.	Northern State College	58	X			X	X	X	X	X	
	The University of South Dakota at Springfield	59			X	X		X			
TN	The University of Tennessee at Nashville	60		X		X		X	X	X	X
VT	Castleton State College	61	X			X		X		X	Bus. Dean of Stud. Affair
VIRGINIA	Radford College	62	X			X	X	X	X	X	
	Old Dominion University	63	X		X	X	X	X	X	X	
	Longwood College	64				X	X		X	X	
	Madison College	65			X	X			X		
	College of William and Mary	66				X	X		X	X	
WASH.	Eastern Washington State College	67	X							X	X
W. VIR.	West Liberty State College	68				X		X	X		
	West Virginia Institute of Technology	69				X	X	X	X	X	All Administration

*The numbers following institutions refer to map location, see Chart #2

Chart #4 shows the AASCU institutions which have reported that they do evaluate their administrators using an informal evaluation procedure, and the levels of administration they evaluate.

TABLE #3

LEVELS OF ADMINISTRATION EVALUATED IN AASCU INSTITUTIONS
USING INFORMAL EVALUATIVE PROCEDURES

	Institutions	P. 23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
ALA	University of South Alabama	108	X			X	X		X	X	
	University of Alabama at Huntsville	109				X	X	X	X	X	
ARIZ	Northern Arizona University	107				X		X	X	X	
ARK	Arkansas State University	106				X	X	X	X	X	
	Henderson State College	113				X	X	X	X	X	
CALIFORNIA	California State University, Long Beach	101	X			X	X		X	X	
	California State College, Sonoma	102			No information						
	California State College, Dominguez Hills	103			No information						
	California State University, Northridge	104				X			X		
COLORADO	University of Northern Colorado	97	X								
	Southern Colorado State College	98				X	X	X	X	X	
	Metropolitan State College	99	X			X	X		X	X	
	Western State College of Colorado	100	X			X		X	X		
FLA	Florida Atlantic University	96				X	X	X	X	X	
GEORGIA	Georgia Southern College	91				X	X	X	X	X	
	Georgia College	92				X		X	X	X	
	Valdosta State College	15			No information						
	Augusta College	93				X			X	X	
	Albany State College	94				X		X	X	X	
	West Georgia College	95				X			X	X	

*The numbers following institutions refer to map location, see Chart #2

	Institutions	See P.23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
GM	University of Guam	90				X	X	X	X	X	
IDA	Lewis-Clark State College	89	X			X		X			
	Boise State University	88			No Information						
ILLINOIS	Southern Illinois University, Edwardsville	87				X			X	X	
	Eastern Illinois University	86	X	X	X	X	X	X	X		
	Northern Illinois University	85	X		X	X	X	X	X	X	
IND	Indiana State University	84				X	X		X	X	
KANSAS	Wichita State University	83				X	X	X	X	X	
	Fort Hays Kansas State College	105				X	X		X	X	
KY	Murray State University	81					X	X	X		
	Morehead State University	82	X		X	X	X		X	X	
LA	Northwestern State University of Louisiana	80				X		X	X	X	
MAINE	University of Maine at Machias	79	X			X			X	X	
MD	Coppin State College	78				X	X	X	X		
MASS	North Adams State College	74				X					
	Massachusetts College of Art	75				X		X	X	X	
	Westfield State College	76	X			X	X	X	X	X	
	Bridgewater State College	77						X	X		
MICH	Saginaw Valley College	71	X			X	X				
	Grand Valley State Colleges	72				X		X	X		
	Western Michigan University	73				X	X				

*The number following institutions refer to map location, see Chart #2

	Institutions	See P. 23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
MINN	Bemidji State College	69					X	X	X	X	
	Moorhead State College	70						X	X	X	
MISS	University of Southern Mississippi	66				X			X	X	
	Delta State University	67			X	X		X	X		
	Alcorn State University	68				X	X	X	X	X	
MISSOURI	Missouri Southern College	62		X		X	X	X	X	X	
	Southwest Missouri State University	63				X			X	X	
	Northwest Missouri State University	64							X	X	
	Harris Teachers College	6[illegible]				X			X	X	
MONT	Eastern Montana College	16				X	X	X	X	X	X
NEBR	Chadron State College	58				X	X	X		X	
	Kearney State College	59				X	X		X	X	
	Wayne State College	60				X		X	X	X	
NEV	University of Nevada at Las Vegas	61			No Information						
NEW JERSEY	College of Medicine and Dentistry of New Jersey	53	X			X	X				
	Newark College of Engineering	54				X		X	X	X	
	Trenton State College	55									Staff Administrators
	Jersey City State College	56							X	X	
	Montclair State College	57	X			X	X		X	X	all prof. staf
NM	Eastern New Mexico University	51	X			X	X	X	X		

*The numbers following institutions refer to map location, see Chart #2

	Institutions	See P. 23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
NEW YORK	State University College of Arts and Science, Plattsburgh	48	X			X		X	X	X	Stu. Personne Admission, In structional resources
	State University College of Arts and Science, Geneseo	47				X	X	X	X	X	
	State University College, Old Westbury	112					X		X	X	
	State University of New York, College of Arts and Science, Oswego	50	X		X		X	X	X	X	
	State University College at Utica/Rome	49				X	X	X	X	X	
NORTH CAROLINA	North Carolina Central University	42						X	X	X	
	University of North Carolina at Asheville	43				X			X	X	
	Appalachian State University	114		X		X		X	X	X	
	East Carolina University	44							X		
	Elizabeth City State University	46		X		X			X	X	All Asst.
N. DAKOTA	Minot State College	39				X	X	X	X	X	All other Admin.
	Valley City State College	41	X			X	X	X			
	Dickinson State College	40	X			X	X	X			
OHIO	The University of Akron	37				X	X	X	X	X	Asst.
	Cleveland State University	38				X			X		
OKLA	Northwestern Oklahoma State University	36				X		X	X	X	
OREGON	Oregon Institute of Technology	35				X		X		X	Assoc. Deans
	Portland State University	33				X	X	X	X	X	
	Eastern Oregon College	34	X				X	X		X	

*The numbers following the institutions refer to map location, see Chart #2

	Institutions	P. 23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
PENNSYLVANIA	Indiana University of Pennsylvania	27						X	X	X	
	West Chester State College	28			X	X	X	X	X	X	
	Clarion State College	29				X	X			X	
	Edinboro State College	30	X			X	X	X	X	X	
	Lock Haven State College	31	X		X	X	X				
	Shippensburg State College	32				X	X	X	X	X	
RI	Rhode Island College	26	X			X	X		X	X	
S.C.	The College of Charleston	24	X			X	X			X	
	Francis Marion College	25							X		
SO.D.	Black Hills State College	22	X			X		X		X	
	Dakota State College	23				X		X			Central Admin.
TENN	Tennessee Technological University	111				X	X		X		
	Austin Peay State University	110				X	X	X	X	X	
TEXAS	East Texas State University	17	X			X	X		X	X	
	West Texas State University	18	X			X	X		X	X	
	The University of Texas at San Antonio	19				X	X	X	X	X	
	University of Houston at Clear Lake City	20			X	X	X	X		X	
	Midwestern University	21	X			X	X		X	X	
	North Texas State University	52			No Information						
UTAH	Weber State College	14	X			X	X		X		
VT	Johnson State College	13						X		X	
VIRGINIA	Clinch Valley College	12		X		X			X		
	George Mason University	11		X	X	X	X	X	X	X	
	Mary Washington College	10	X			X	X		X		
	Madison College	17			X	X					

*The numbers following the institutions refer to map location, see Chart #2

	Institutions	P.23	Pres	Chan	Prov	Aca Dean	Vice Pres	Div Chmn	Dept Head	Dir	Other
WASH.	Central Washington State College	8	X			X	X	X	X	X	All Admin.
	Western Washington State College	9	X			X	X	X	X		
W. VA.	Concord College	6				X	X	X		X	Exec. Asst.
	Shepherd College	7				X		X		X	
WISCONSIN	University of Wisconsin-Superior	1				X	X		X		
	University of Wisconsin-Stout	5		X		X	X		X	X	
	University of Wisconsin-Whitewater	2		X		X	X			X	
	University of Wisconsin-Platteville	3		X		X			X	X	
	University of Wisconsin-Eau Claire	4						X			

*The numbers following the institutions refer to map location, see Chart #2